



Elementary Writing  
Handbook  
Grades 2-5  
*4<sup>th</sup> Edition*

**Cornerstone Christian Academy**  
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**Grades 2-5**

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## Writing Curriculum Overview

The purpose of this curriculum is to align our teaching standards, expectations, and assessments of writing from K-12<sup>th</sup>. This type of alignment is instrumental in creating solid, well-rounded, complete writers. Following an organized and consistent method for teaching writing has three main purposes. The first is to create a unified approach to writing, so all grade levels are working toward the same goals/outcomes. No more guessing if previous grade levels have done a persuasive paper, it's clear that it is introduced in 4<sup>th</sup>, while further, more challenging dimensions are added subsequently in middle school and high school. It is not necessary to introduce or teach each paper type every year. This overview not only simplifies teaching practices but also provides direction. The second purpose of unifying the approach to writing in grades K-12 is to eliminate student frustration. Anytime curriculum is viewed in isolation from year to year, students suffer most. Utilizing common outlines, writing guidelines, and rubrics in each grade level greatly simplifies the writing process. Students do not have to learn new practices each year. Instead, they may simply progress from grade to grade, building upon what was previously taught. The third reason for unifying our approach to writing is to have a record of student progression over the years. This issue will be discussed further in the portfolio and rubric sections.

## Portfolio Explanation

The following page is a graphic organizer specifying the writing expectations at Cornerstone Christian Academy for grades 2-5. These outcomes represent what papers are placed into each student's portfolio at all grade levels. It, by no means, limits teachers from having other writing assignments throughout the year. In fact, this is encouraged in the form of journal and reflective writing, which is far less formal. The more students write, the more comfortable and experienced they become with the task. The purpose of specifying paper types at each grade level is to provide consistency in the samples we are collecting, while also being able to measure student growth and progress.

Each student has an individual portfolio, which is used to accumulate samples throughout the students' education. Ideally, portfolios are meant to accomplish a few different things: monitor and track individual student progress, clearly communicate that growth to students, parents, teachers and administrators, and serve as a means with which to evaluate the overall curriculum design and implementation. In other words, viewing various grade level samples of student work shows how well students are mastering and applying various writing or grammatical technique. For example, the best way to judge how well figurative language is being taught is to examine its representation and usage in student papers.

Language Arts teachers keep all student portfolios for the year. The paper and the rubric used for assessment are entered in the portfolio. Once the year is complete, the portfolios follow the students to the next grade level. Portfolios are used to communicate progress to parents.

Cornerstone Christian Academy  
Portfolio Writing Samples  
Elementary

Paper Types and Number of Samples per Year  
Collected for the Writing Portfolio

Grade	Opinion All English Papers	Informative/ Research	Narrative	Informal Writing
2nd	1 Literature Critique*	1 Science* 1 History*	1 regular narrative 1 Biblical narrative	2 per semester (any subject area)
3 <sup>rd</sup>	1 Literature Critique*	1 Science* 1 History*	1 regular narrative 1 Biblical narrative	2 per semester (any subject area)
4 <sup>th</sup>	1 Literature Critique (optional paper) 1 Persuasive	1 Science 1 History	1 regular narrative 1 Biblical narrative	2 per semester (science, history, English)
5 <sup>th</sup>	1 Literature Critique (optional paper) 1 Persuasive	2 Science 2 History	1 regular narrative 1 Biblical narrative	2 per semester (science, history, English)

\*= Teacher led paper – can be done as whole class, in groups of students, or pairs. It is based upon teacher’s decision of how ready the students are to write a research-based paper.

All papers can be hand-written or typed (if teacher feels students are ready for this step; parents are permitted to assist as well). **Typed papers should be double-spaced and 14-point font.** Depending on whether papers are typed or written, length can vary from 1-3 pages. All of these papers should be submitted to the portfolio with a rubric attached. Please see Definition of Paper Types, Writing Process, and Story Outlines (in Writing Curriculum Handbook) and Cornerstone Christian Academy Literacy Standards (by grade level) for clarification of guidelines on each paper type.

## Writing Process

This is the model to structure formal paper-writing. The teacher will guide students through this process. Students should only be on their own with this process when they are very familiar with the particular paper type.

### Writing Process:

1. “Power write” - Start with an informal ‘power write’. Give students a broad topic that all are familiar with, like winter. Set a timer for 2-3 minutes. Students are to use this time to write down as many words that ‘pop’ into their mind. It’s a good idea to review the different parts of speech briefly before doing this, like adjectives, adverbs, nouns, verbs, etc. For older grades, you may even remind them of the most recent figurative language you’ve discussed, like similes, for example. This is free-writing time. Some students jot down series of words, while some choose to start forming sentences or mini stories. Anything is acceptable. The purpose is to start the free flow of ideas. This can also be a journal writing activity. A brief journal entry or question about a previous day’s lesson are also good ideas for ‘Power Write’.
2. Introduce IEW Strategy – See the IEW writing techniques to see what is expected at each grade level. These are the same strategies that teachers are looking for while assessing papers. All of the techniques/strategies are taught and reviewed according to the chart. Reviewing these writing skills ensures that students know how they are assessed with each paper.
3. Complete the Outline – Good writing starts with an organized outline. Depending on how familiar students are with the particular type of writing, this may be teacher-led, partner work, or done individually. No matter what stage a writer is at, the teacher refreshes students on outlines and how to complete them. Please see the explanation on the purpose of outlines/story maps and how to use them.
4. Write the first draft - Students are ready to create a first draft using the story outline. Students are reminded that each Roman numeral on the outline represents one paragraph. Similarly, each box on a story map represents one paragraph. Students generate papers

using a computer. Remind students again of IEW strategies. Students should use the rubric to guide in the paper-writing process.

5. Edit - Once the first draft is complete, it is time to edit. Students need to be sure that they have incorporated the proper IEW techniques. Students can print out a hard copy and self-edit or edit with parent. Both are recommended.
6. Final paper - Once the paper has been edited, print out the final draft for submission.

## Description of Paper Types

### Cornerstone Christian Academy

Cornerstone Christian Academy strives to maintain a comprehensive approach to writing, beginning at Kindergarten. Our standards surpass the Common Core State Standards. The following is a brief description of the basic paper types that are taught at Cornerstone. Writing procedures are consistent from elementary to secondary. The only difference includes the complexity of the topic and the expanded development of said topic. We believe that this consistency produces confident and capable writers.

Narrative- tells a story. Students must have the elements of plot present- characters, setting, rising action, crisis, climax, falling action, and resolution. All grade levels will do various versions of this paper type with the lower grades starting with simplified versions. The paper continues to get more complex in high school.

Biblical Narrative- similar in nature and structure to the narrative but is based on a Bible story.

Opinion - Persuasive- persuades a specified audience on a given topic. A good example would be: “You are a fourth grade student; write a letter persuading your principal to let your class have an extra 10 minutes of recess a day.” Students are taught to create three great arguments that would win the audience over to their side. In this case, the students would be trying to win over the principal. Understanding the audience is a pivotal part of this writing, as proper arguments need to be tailored to ‘win’ that side over to the writer’s line of reasoning.

Opinion – Literature Critique- used to analyze a literary piece. Areas examined are characters, setting, theme, climax, conflict, and mood. Students will voice their own opinion in the conclusion of this paper, stating (without using the word ‘I’) whether they enjoyed the story or not.

Informative/Research- conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Informative essays fully explain why something is as it is or how something comes about. It makes a point about a subject, problem, issue, or question. It generally requires some research on a topic in order to develop a refined understanding before analysis. Attention to support details is crucial.



## Paper Outlines

One of the keys to a consistent approach to writing is using the same method in each grade level to create a paper, no matter what type of writing it is. Many students, as well as adults, do not like to write. One main reason for this is the lack of consistent guidelines and expectations. Not to mention, students do not know where to begin, which is where story outlines come in. They also provide great structure and organization. Another key benefit of an outline is to help students understand how to create a paragraph – where does it start, when does it end? This is a very ambiguous aspect of writing that even stumps adults. Students are taught that each portion (Roman numeral) of the outline represents one paragraph. When done discussing the items in that section, the paragraph is complete.

Copies can/should be generated of these outlines as students are new to these paper types. After that, they are simple to construct, and students should think of them as being able to recreate on a ‘scratch’ piece of paper at anytime. An example when this would come in handy is while taking any standardized test where writing is assessed. A story map/outline won’t be available for them, but a student will realize he or she could simply create one. No ready-made form is needed. Until students are really confident with a paper type, they may be prompted on what information goes in each section.

# **Narrative Story Outline**

## **2<sup>nd</sup> – 5<sup>th</sup> Grade**

### **Story Title**

#### **I. Setting & Characters**

1. When and where does the story take place?
2. Describe the setting & communicate the mood (bright, dark, mysterious, humorous, solemn, suspenseful, scary, peaceful, chaotic...)
3. Describe the characters (include their thoughts and emotions)

#### **II. Conflict/Plot**

1. What is the problem, want, or need?
2. What happens?
3. What do the characters do, say, think and feel?

#### **III. Climax & Resolution**

1. What leads to the problem being solved or the need being met?
2. What is the end result?
3. Theme/Moral: What was learned?
4. Final Clincher: repeat 2–3 key words in your title

# **Narrative Story Outline**

## **2<sup>nd</sup> – 5<sup>th</sup> Grade (Student Copy)**

**Story Title**

### **I. Setting & Characters**

- 1.
- 2.
- 3.

### **II. Conflict/Plot**

- 1.
- 2.
- 3.

### **III. Climax & Resolution**

- 1.
- 2.
- 3.
- 4.

## **Informative Essays**

### **2<sup>nd</sup>-3<sup>rd</sup> Grade**

One Paragraph

**Title of Essay**

**I. Introduce Subject of Report/Essay with a Topic Sentence**

Find 5 items about subject, including details, example, facts, and explanation of topic

- 1.
- 2.
- 3.
- 4.
- 5.

Good closing sentence, summing up topic of essay

**Informative Essays**  
**2<sup>nd</sup>-3<sup>rd</sup> Grade (Student Copy)**

One Paragraph

**Title of Essay-**

**I. Topic-**

1.

2.

3.

4.

5.

Closing:

## **Informative/Research Essay**

### **4<sup>th</sup>-5<sup>th</sup> Grade**

Four Paragraphs

#### **Title of Essay**

#### **I. Introduction**

1. Grab Attention
2. Introduce subject & background information
3. State two topics

#### **II. Topic Sentence A**

Find 5 items about subject, including details, example, facts, and explanation of topic

- 1.
- 2.
- 3.
- 4.
- 5.

Good closing sentence, summing up topic of essay

#### **III. Topic Sentence B**

Find 5 items about subject, including details, example, facts, and explanation of topic

- 1.
- 2.
- 3.
- 4.
- 5.

Good closing sentence, summing up topic of essay

#### **IV. Conclusion**

1. Restate two topics
2. Most significant and WHY
3. Final closing sentence (reflect opening and title)

**Informative/Research Essay**  
**4<sup>th</sup>-5<sup>th</sup> Grade (Student Copy)**

Four Paragraphs

**Title of Essay**

**I. Introduction**

- 1.
- 2.
- 3.

**II. Topic Sentence A**

Find 4-5 items about subject, including details, example, facts, and explanation of topic

- 1.
- 2.
- 3.
- 4.
- 5.

Good closing sentence, summing up topic of essay

**III. Topic Sentence B**

Find 4-5 items about subject, including details, example, facts, and explanation of topic

- 1.
- 2.
- 3.
- 4.
- 5.

Good closing sentence, summing up topic of essay

**IV. Conclusion**

- 1.
- 2.
- 3.

## Opinion/Persuasive 4th-12th Grade

Five Paragraphs

### Title of Essay

#### I. Introduction

Background Information

State 3 arguments

Writer's opinion is clearly stated

#### II. Topic Sentence A- (#2) 2<sup>nd</sup> most compelling argument

Find 3-4 items about subject, including details, example, facts, and explanation of topic

- 1.
- 2.
- 3.
- 4.

Good closing sentence, summing up topic of essay

#### III. Topic Sentence B- (#3) 3<sup>rd</sup> most compelling argument

Find 3-4 items about subject, including details, example, facts, and explanation of topic

- 1.
- 2.
- 3.
- 4.

Good closing sentence, summing up topic of essay

#### IV. Topic Sentence C- (#1) most compelling argument

Find 3-4 items about subject, including details, example, facts, and explanation of topic

- 1.
- 2.
- 3.
- 4.

Good closing sentence, summing up topic of essay

#### IV. Conclusion

Restate three opinions

Final closing sentence restating opinion



**Opinion/Persuasive  
4th-12th Grade (Student Copy)**

Five Paragraphs

**Title of Essay**

**I. Introduction**

- 1.
- 2.
- 3.

**II. Topic Sentence A- #2-** Find 3-4 items about subject, including details, example, facts, explanation of topic

- 1.
- 2.
- 3.
- 4.

Good closing sentence, summing up topic of essay

**III. Topic Sentence B- #3-** Find 3-4 items about subject, including details, example, facts, explanation of topic

- 1.
- 2.
- 3.
- 4.

Good closing sentence, summing up topic of essay

**IV. Topic Sentence C- #1-** Find 3-4 items about subject, including details, example, facts, explanation of topic

- 1.
- 2.
- 3.
- 4.

Good closing sentence, summing up topic of essay

**IV. Conclusion**

- 1.
- 2.

## **Opinion/Critique**

### **2<sup>nd</sup>-3<sup>rd</sup> Grade**

Three Paragraphs

#### **Title of Essay**

#### **I. Introduction/Characters/Setting**

Introduce book –title, author, and type of story (i.e. historical fiction, fantasy). Discuss and give details of people or animals in the story, place and time, and mood

- 1.
- 2.
- 3.
- 4.
- 5.

#### **II. Conflict/Plot/Climax**

Discuss the details of the story, the main problem and how it is solved.

- 1.
- 2.
- 3.
- 4.
- 5.

#### **III. Conclusion**

Liked? Why? Disliked? Why? Never use I.

**Opinion/Critique**  
**2<sup>nd</sup>-3rd Grade (Student Copy)**

Three Paragraphs

**Title of Essay**

**I. Introduction/Characters/Setting**

1.

2.

3.

4.

5.

**II. Conflict/Plot/Climax**

1.

2.

3.

4.

5.

**III. Conclusion**

## **Opinion/Critique**

### **4th-12th Grade**

Four Paragraphs

#### **Title of Essay**

#### **I. Introduction/Characters/Setting**

Introduce book –title, author, and type of story (i.e. historical fiction, fantasy). Discuss and give details of people or animals in the story, place and time, and mood

- 1.
- 2.
- 3.
- 4.
- 5.

#### **II. Conflict/Plot**

Detail the problem(s) that must be solved. Discuss the plan of the story.

- 1.
- 2.
- 3.
- 4.
- 5.

#### **III. Climax/Theme**

Discuss the turning point of the story, message about life

- 1.
- 2.
- 3.
- 4.
- 5.

#### **IV. Conclusion**

Liked? Why? Disliked? Why? Never use the pronoun I.

# **Opinion/Critique**

## **4th-12th Grade (Student Copy)**

Four Paragraphs

**Title of Essay**

**I. Introduction/Characters/Setting**

- 1.
- 2.
- 3.
- 4.
- 5.

**II. Conflict/Plot**

Detail the problem(s) that must be solved. Discuss the plan of the story.

- 1.
- 2.
- 3.
- 4.
- 5.

**III. Climax/Theme**

Discuss the turning point of the story, message about life

- 1.
- 2.
- 3.
- 4.
- 5.

**IV. Conclusion**

Liked? Why? Disliked? Why? Never use the pronoun I.

## Focus Control Areas

The consistent use of outlines and similar writing instruction is crucial for great writing. Another important aspect is teaching writing techniques. The term Focus Control Area (FCA) means that students are to place a high emphasis of their attention on ‘perfecting’ these aspects of their writing, mostly because they have just been intensively been studying them in other areas of English. FCAs are vertically aligned from grades K-12 at CCA. Vertical alignment is designed so that students are continuously building upon their skills in incremental steps, without duplication or gaps. The teacher adds new areas gradually that have not been covered yet. FCAs come from lessons and concepts that are being taught in other areas of language areas as well, such as spelling, grammar, and reading. Writing is most effective when it is taught as a part of the entire English program. The following pages should be used to constantly tweak and enhance writing.

## Overview of IEW (Institute for Excellence in Writing) Skills by Grade Level

<b>Grade</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
<b>IEW skill to be reviewed</b>	N/A	N/A	N/A	Strong verbs -ly words quality adjectives	Strong verbs -ly words quality adjectives Who/which clause Because clause	Who/which clause Because clause Adverb clause ( <a href="http://WWW.ASIA">WWW.ASIA</a> ) to create complex sentence
<b>Skills that should be mastered at this grade</b>	N/A	N/A	N/A	N/A	Strong verbs -ly words quality adjectives	Who/which clause Because clause
<b>IEW skills to be introduced</b>	Focusing on writing complete sentences	Focusing on writing complete sentences and writing process	Strong verbs -ly words quality adjectives	Who/which clause Because clause	Adverb clause ( <a href="http://WWW.ASIA">WWW.ASIA</a> ) to create complex sentences	-ly openers  Prepositional openers

Grade	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup> - 12 <sup>th</sup>
<b>IEW skill to be reviewed</b>	Adverb clause ( <a href="#">WWW.ASIA</a> ) to create complex sentences -ly openers Prepositional openers	-ly openers Prepositional openers Sentence openers: ing, clausal, vss Decorations: conversation/ quotations, alliteration, simile-metaphor	Decorations: Questions, 3 sss (short staccato sentences), dramatic opening-closing  Introduce Triple Extensions: word repetition, phrase and clausal repetition	All sentence openers and decorations.  Triple Extensions: word repetition, phrase and clausal repetition, repeating – ings, repeating –lys, repeating adjectives or nouns, repeating verbs	N/A
<b>Skills that should be mastered at this grade</b>	Adverb clause ( <a href="#">WWW.ASIA</a> ) to create complex sentences	-ly openers Prepositional openers	Sentence openers: ing, clausal, vss Decorations: conversation/ quotations, alliteration, simile-metaphor	Sentence openers and decorations. Triple Extensions	All skills should be mastered and being used in writing
<b>IEW skills to be introduced</b>	Sentence openers: ing, clausal, vss  Introduce – decorations: conversation/ quotations, alliteration, simile-metaphor	Decorations: Questions, 3 sss (short staccato sentences), dramatic opening-closing  Introduce Triple Extensions: word repetition, phrase and clausal repetition	Triple extensions: Repeating –ings, repeating –lys, repeating adjectives or nouns, repeating verbs.	Advanced dress ups and openers : dual adverbs, strong verbs, and dual adjectives	Adverbial and adjectival teeter totters  -ed opener



## **Dress Ups:**

1. **Strong verbs**- strong verbs are action verbs that give more information or are more descriptive. They can replace banned words, be synonyms for words that are used repeatedly in a paper or paragraph, or just a very descriptive verb.
2. **-ly adverbs**- these are adverbs that end in ly and tell how (or when) something was done. This is another way to paint a better picture for your reader.
3. **Quality adjective** - these are more descriptive adjectives that are used to describe nouns in writing. They can replace banned words, or can be added to paper to create a better description.
4. **Who/which or that clauses** – this is an adjective clause that is used to describe a noun and add variety to sentences.

**Example:** Mrs. Burrow is the 4<sup>th</sup> grade teacher. Mrs. Burrow likes Dr. Pepper.

Mrs. Burrow, who is the 4<sup>th</sup> grade teacher, likes Dr. Pepper.

5. **WWW.ASIA clauses, because clauses, and advanced clauses** – are subordinate or adverb clauses that help create complex sentences and add variety to students sentences. WWW.ASIA clauses begin with **where, when, while, as, since, if, although**, because clauses begin with **because**, and other subordinate clauses begin with unless, before, after, until, etc.

**Example:** Sara worked on her homework. She went to swim lessons.

After Sara worked on her homework, she went to swim lessons.

Sara worked on her homework until she went to swim lessons.

### **Sentence Openers:**

1. **Subject opener-** Sentence begins with the subject of the sentence.
  - a. **Example:** Tornados blew through the small town.
2. **Prepositional opener –** Sentence begins with a prepositional phrase, which is separated with a comma.
  - a. **Example:** In the morning, we left for our trip.
3. **–ly opener:** Sentence begins with an adverb which is followed by a comma.
  - a. **Example:** Suddenly, the dog began barking at the people passing on the street.
4. **–ing phrase:** Sentence begins with phrase beginning with a –ing verb.
  - a. **Example:** Sitting on the bench, Tommy waited for the bus to arrive.
5. **www.asia phrase:** Sentence beginning with a subordinate clause that begins in where, while, when, as, since, if, although.
  - a. **Example:** As the boys ran into the house, it began to rain.
6. **Very short sentences:** Using two or three short sentences for dramatic impact.
  - a. **Example:** It was dark. It was cold. It was late. OR She shouted. She screamed. She cried.

## **Banned Word list with suggested strong verbs or quality adjectives:**

### **GO/WENT & COME/CAME (strong verb suggested replacements)**

#### **A slow or relaxed pace:**

amble  
coast  
crawl  
drift  
drudge  
journey  
lag  
lumber  
lurch  
meander  
mosey  
plod  
sashay  
saunter  
shuffle  
slither  
stride  
stroll  
trudge  
waltz

#### **In a certain direction:**

advance  
ascend  
descend  
plummet  
plunge  
proceed  
progress  
retreat  
sink  
surge  
sweep  
swoop  
take off  
veer  
zig zag

#### **To leave:**

depart  
exit

flee

#### **In a clumsy way:**

blunder  
burst  
careen  
charge  
plow  
shuffle  
stagger  
stumble  
topple  
trip  
tumble

#### **In a hurry or loud:**

bolt  
burst  
dart  
dash  
fly  
glide  
hurry  
hustle  
jolt  
leap  
plow  
race  
rocket  
rush  
scamper  
scuttle  
sprint  
storm  
strut  
thump  
trot  
whirl  
whisk  
whiz  
whoosh  
zoom

#### **In a quiet way:**

creep  
sneak  
tip toe

#### **In a fun happy way:**

bounce  
bound  
flutter  
glide  
leap  
prance  
soar  
twirl  
whirl

#### **In a specific way:**

climb  
dive  
drive  
float  
flock  
flop  
flounder  
fly  
gallop  
wormed  
parade  
pivot  
ripple  
sail  
soar  
slither  
swerve  
tour

#### **Other:**

continue  
cross  
follow  
forge  
maneuver  
stream

trail  
travel

trample  
trek

wander

**Say/said**  
**(strong verb suggested replacements)**

**When angry or disagree:**

accuse  
admonish  
blast  
challenge  
charge  
chide  
deny  
denounce  
disagree  
dispute  
contest  
contradict  
debated  
deny  
fume  
grumble  
insult  
jeer  
lash out  
object  
oppose  
protest  
rant  
rave  
rebuke  
refute  
ridicule  
roar  
scoff  
scold  
scowl  
screech  
shout  
shriek  
snap  
snarl  
sneer  
snicker  
tattle

taunt

tease

threaten

thunder

vent

yell

**To agree with someone or  
give in:**

acknowledge

affirm

agree

chorus

concede

concur

confirm

echo

sigh

swear

**Specific Situation:**

apologize

complain

confess

echo

flatter

greet

echo

lie

pant

pledge

pray

**To beg someone:**

plead

beg

beseech

bargain

scold

sing

stammer

stutter

urge

**Ask questions:**

inquired

interrogate

query

question

quiz

**To give information:**

add

admit

advise

boast

cite

commented

confide

declare

decree

announce

describe

dictate

allege

assert

claim

elaborate

emphasize

foretell

imply

infer

inform

insist

instruct

mention

state

stress

submit

suggest  
swear  
voice  
volunteer  
vow  
begin

continue

**To ask someone to do something:**

urge  
demand

implore  
propose

**Say/said  
(strong verb suggested replacements cont.)**

**To answer:**

remark  
reply  
report  
answer

implore  
howl  
roar  
screech  
squawk

whine

**To warn or instruct:**

caution  
command  
nag  
notify  
remind  
warn

**To talk a lot/ repeat:**

babble  
chant  
jabber  
echo  
mimic  
nag  
drone  
yak  
persist  
ramble  
rant  
rave  
recite  
recount  
remind  
repeat  
yap

**While happy or sad:**

cackled  
chuckled  
cry  
encourage  
gasp  
giggle  
grieve  
groan  
grumble  
lament  
moan  
pout  
serenade  
shout  
shriek  
sigh  
sing  
sob  
sulk  
snicker  
wail  
weep  
whimper

**To say quietly:**

murmur  
mutter  
whisper

**To call:**

Summon

**Speak loudly/excited:**

bellow  
boom  
clamor  
cackle  
demand  
cry  
exclaim  
explode

**To sing:**

belt out  
chirp  
entertain  
fill the air  
perform  
serenade  
solo  
trill  
warble  
with music

**Get/got**  
**(strong verb suggested replacements)**

**To get an object or be able:**

acquire  
enter  
capture  
appear  
grasp  
earn  
show up  
seize  
turn up  
receive  
return  
apprehend  
attain  
pocket  
reap  
discover  
procure  
grab  
snatch  
purchase  
steal  
collect  
able  
achieve  
can  
profit  
secure  
gather

**To go or get out:**

bounce  
climb  
reach  
fall

spring  
fly  
roll  
glean  
enter  
appear  
show up  
turn up  
return  
approach  
join  
intrude  
invade  
arrive  
infiltrate  
burst in

**To understand:**

comprehend  
realize  
perceive  
catch on  
realize  
fathom  
figure out  
discover  
understand  
grasp

Sometimes get/got are used in casual conversation and writing to replace other easy regular words and can be replaced with words like: have, need, etc,

**Examples: I got a drink. = I have a drink.**

**I got to go to the doctor. = I need to go to the doctor, or I have to go to the doctor.**

**Look/See/Eat**  
**(strong verb suggested replacements)**

**To see/ look at:**

watch  
behold  
check out  
detect  
discover  
examine  
explore  
eye  
find  
gape  
gawk  
gaze  
glance  
glare  
glimpse  
inspect  
witness  
monitor  
notice  
observe  
peek  
peep  
peer  
scrutinize  
search  
spot  
spy  
stare  
study  
survey

**Look for:**

canvass  
forage  
hunt for  
pursue  
ransack  
rummage  
scavenge  
scour  
scout  
scrounge  
sweep  
track down  
trail

**To eat:**

devour  
snack  
chow  
chomp  
nibble  
munch  
bite  
chew  
digest  
dine  
feast  
gobble up  
gorge  
graze  
inhale  
nosh  
partake of  
pick at  
pig out  
scarf  
swallow  
wolf

## Good/Pretty/Nice (Quality Adjectives Suggested Replacements)

<b>Person/idea:</b>	<b>Object:</b>	<b>To agree:</b>	<b>Pretty:</b>	<b>Nice:</b>
scrupulous	terrific	agreeable	appealing	kind
godly	superior	satisfactory	beautiful	friendly
virtuous	extraordinary	presentable	attractive	pleasant
moral	marvelous	tolerable	elegant	amiable
righteous	excellent	all right	pleasant	cordial
honest	super	pleasant	delightful	gentle
noble	wonderful	pleasing	fair	delightful
wholesome	magnificent	flowing	darling	courteous
pure	splendid	effective	captivating	helpful
innocent	exemplary	worthwhile	gorgeous	considerate
courteous	fascinating	alluring	lovely	
well-mannered	heavenly	<b>Sensory:</b>	lovely	polite
obedient	superb	melodious	charming	enchanted
capable	beneficial	sweet	breathtaking	sweet
trustworthy	top quality	harmonious	exquisite	charming
accomplished	unparalleled	golden	lovely	cooperative
respectable	outstanding	clear	dazzling	neighborly
knowledgeable	delicious	pleasant	handsome	genial
gallant	unrivaled	heavenly	ideal	charismatic
qualified	delectable	glorious	ravishing	
unequalled	exquisite	spectacular	radiant	
expert	sumptuous	majestic	divine	
experienced	praiseworthy		splendid	
productive	favorable		bewitching	
commendable	appetizing		magnificent	
admirable	yummy			
credible	savory			
brilliant	refreshing			
ingenious	tasty			
resourceful	succulent			
inventive	revered			
creative	prized			
innovative	cherished			
idolized				
imaginative				



**Bad/ Mean/ Ugly**  
**(quality adjective suggested replacements)**

<b>Person/idea:</b>	<b>Actions:</b>	<b>Objects/things:</b>	<b>Mean:</b>
wicked	heinous	imperfect	cruel
unrighteous	terrible	inferior	obnoxious
amoral	spiteful	second-class	rude
immoral	awful	defective	ferocious
ungodly	brutal	inadequate	savage
dishonest	diabolical	unacceptable	brutal
unscrupulous	atrocious	lousy	miserly
dissolute	abominable	unfit	selfish
roguish	despicable	detrimental	hostile
crooked	contemptible	damaged	callous
untrustworthy	vile	ruined	cantankerous
disloyal	sordid	venomous	despicable
treasonous	foul	treacherous	formidable
insidious	wretched	regrettable	malicious
deceitful	reprehensible	horrible	nasty
sinister	disgraceful		snide
sinful	shameful	<b>UGLY</b>	vicious
obnoxious	grotesque	deformed	vile
criminal	scandalous	disfigured	unscrupulous
base	snide	revolting	wicked
unreliable	revolting	repulsive	sinister
naughty	obnoxious	unsightly	villainous
repulsive	horrible	hideous	fiendish
disgusting	detestable	grotesque	unpleasant
sly	crafty	marred	unfriendly
conniving	cheating	unattractive	
cunning	dishonest	homely	
harsh	naughty	gruesome	

**Big/small/a lot**  
**(quality adjective suggested replacements)**

**Big**

bulky  
ample  
jumbo  
colossal  
enormous  
gigantic  
humongous  
immense  
mammoth  
massive  
sizable  
substantial

**Small**

baby  
itty bitty  
cramped  
inadequate  
insufficient  
little  
meager  
tiny  
puny  
petite  
scant  
short

**A lot**

abundance  
bunch  
bundle  
cluster  
heap  
load  
mass  
plenty  
stacks  
numerous  
several  
myriad

tremendous  
vast  
whopping  
burly  
brimming  
towering  
broad  
spacious  
monumental  
robust  
stupendous  
prominent  
grand  
huge

slight  
teensy  
teeny  
trivial  
undersized  
wee  
miniscule  
minute  
miniature  
meager  
narrow  
slight  
thin  
brief  
sparse  
skimpy

multitude  
profuse  
considerable

## ADVERBS

### Fast or often

abruptly  
anxiously  
fervently  
frantically  
briskly  
furiously  
suddenly  
hastily  
immediately  
incessantly  
impatiently  
instantly  
quickly  
intently  
rapidly  
intensely  
relentlessly

### Slow or careful

evenly  
slowly  
cautiously  
deliberately  
exactly  
laboriously  
solidly  
steadily  
calmly  
carefully  
patiently  
diligently  
properly  
distinctly

### Positive/ good

happily  
excitedly  
joyfully  
enthusiastically  
kindly  
soothingly  
beautifully  
meaningfully  
generously  
gleefully  
nicely  
sweetly  
sympathetically  
gratefully  
thankfully  
thoughtfully  
happily  
tenderly  
gently  
happily  
helpfully  
triumphantly  
playfully  
positively  
incredibly  
delightfully  
wholeheartedly  
proudly  
amazingly  
bravely  
serenely  
reassuringly  
brightly  
mightily  
successfully  
cleverly

### Negative/ bad

slyly  
angrily  
rudely  
solemnly  
ferociously  
foolishly  
smugly  
sharply  
snidely  
miserably  
frightfully  
mistakenly  
mockingly  
mournfully  
stubbornly  
gravely  
clumsily  
suspiciously  
threateningly  
greedily  
grudgingly  
tragically  
crossly  
unmercifully  
dejectedly  
unwillingly  
deceivingly  
harshly  
violently  
viciously  
hopelessly  
unfortunately

**Instead of  
really or very**

exceptionally  
extremely  
considerably  
tremendously  
decidedly  
definitely  
truly  
pointedly  
utterly  
distinctly  
especially

**To what extent  
is it done**

liberally  
lavishly  
casually  
discreetly  
partially  
lightly  
freely  
fully  
nearly

easily  
vastly  
virtually

absolutely

**Definite:**

truthfully  
knowingly  
explicitly  
seriously  
apparently  
absolutely  
actually  
frankly  
surely  
naturally  
obviously  
literally  
undeniably

**Shy/confident**

apologetically  
shyly  
bashfully  
quietly  
sheepishly  
hesitantly  
timidly  
confidently

loudly  
assuredly  
smugly

charismatically  
proudly  
effectively

**When/ how  
often**

gradually  
occasionally  
finally  
eventually  
scarcely  
evenly  
increasingly  
constantly  
continually  
weekly  
annually  
periodically  
repeatedly

yearly  
daily  
infrequently  
frequently  
seldomly  
commonly  
typically  
inconveniently  
slowly

**Other how  
adverbs**

abnormally  
absentmindedly  
separately  
aimlessly  
smoothly  
longingly  
mechanically  
silently  
softly  
neatly  
surprisingly  
closely  
openly

notably  
obligingly  
tightly  
conveniently  
coolly  
correctly  
physically  
highly  
curiously

dearly  
possibly  
ultimately

potentially  
powerfully  
unknowingly  
innocently  
readily  
dreamily  
interestingly  
willfully  
restfully  
rigidly

## Decorations:

1. **Alliteration** – when two or more words that are near each other in a sentence start with the same sound (not necessarily letter).
  - a. Example: Dozens of dogs were digging in the dirt.  
Colorful kites climbed into the clouds.
2. **Three short staccato sentences** – placing three short sentences together will help grab a reader's attention. They should have two to five words. Best when used at the beginning or end of paragraphs.
  - a. **Example:** The young girl floated gracefully around the dance floor. She knew everyone was staring at her, and then it happened. She tripped. She fell. She landed facedown in shame.  
  
The church in the Middle Ages was becoming more corrupt and no longer following the Bible. It was wrong. Someone had to tell them. Martin Luther did.
3. **Similes and metaphors** – a literary technique that is used to describe something by comparing it to something else. Similes compare two objects using like or as. Metaphors compare two things by saying one is the other.
  - a. Simile examples: He was busy as a bee. The snow covered the field like a blanket.
  - b. Metaphor examples- Jesus said, "I am the vine; you are the branches." The snow blanketed the field.
4. **Personification** – Giving human like qualities to inanimate objects or animals.
  - a. Examples: The tires squealed with delight as the race began.  
The boat groaned as the angry wind tossed it about in the waves.

## Editing and Evaluation

Writing is an open-ended assignment, very different than a worksheet of math problems, for example. That being said open-ended assignments are much more difficult to assess, since there can be many ‘right’ answers. The use of rubrics greatly helps with this problem. Rubrics provide a very clear expectation for students. Teachers and students know exactly how an assignment is being assessed, which really takes the subjectivity out of the grading. A rubric is broken up into different areas of assessment. Every paper entering the portfolio will be graded using a rubric. Both the final paper and the rubric will be entered as the sample. The following represents the areas that are assessed.

## Writing Rubric Grades 2-3

Category	4 (Great)	3 (Good)	2 (Fair)	1 (Poor)
Organization	Entire piece has a strong sense of direction, structure suits the message; nothing feels out of order; writer gives time to parts that need time, moves along for parts that do not need time.	The writing has a sense of direction, beginning (topic sentence) and conclusions work well; most elements fit where they are placed; writer may need to develop some thoughts or breeze through lengthier sections.	The writing has some sense of direction, but there is information or events that are not needed. Some of the events are out of order. There was a beginning and a conclusion, but they need work. They're not exciting.	This is a jumble of details and random thoughts. Nothing really goes with anything else. There's no beginning; it just kind of starts. There is no conclusion; it just stops.
Content (Ideas, Voice, Sentence Fluency)	Strong main idea or story line. Interesting details add to the paper. The tone of the paper is perfect for my topic, audience, and purpose. I use my writing to keep the readers hooked. You'll find it hard to put this paper down it is that interesting. Plus, it is easy to read with almost every sentence beginning differently. You want to read my paper out loud to really appreciate it.	Most of the paper is clear and focused. It's easy to tell what this paper is about. I have some great details. The tone and flavor is acceptable for my topic, audience, and purpose. My sentences are easy to follow. I have some variety in length and structure for my sentences. Yet, there is some repetition, and some sentences begin the same way; but it doesn't take away from the paper.	The paper is confusing. It rambles. I think I have a main idea but I'm not sure what it is. I didn't stay on topic, and I'm not sure who my audience is. The paper is hard to read aloud. It went on and on as if it would never stop but it didn't really say anything. I wrote. In choppy. Phrases. Some weren't. Even sentences.	This paper has only notes and thoughts. There is no clear topic, audience, or purpose for the writing. If you find a main idea, please tell me what it is! It is extremely hard to read. Sometimes I have to go back and start over or I can't tell where sentences begin or end. I don't really know what a sentence is. Help
Elaboration/IEW strategies (Word Choice)	You'll read this more than once; it's that good. I made every single word count; if it didn't work, I cut it. I used strong verbs, quality adjectives, and -ly adverbs. I added who/which clauses and because clauses to add detail.	It works and it's clear. It makes sense. I guess I did include some clichés or over written phrases. Strong verbs? Well, yes, right here with the quality adjectives and -ly adverbs. It isn't always original or striking, but it isn't confusing.	This is confusing. What was I trying to say? I should have looked up the words I didn't know. Sometimes I was showing off-other times I settled for banned words like say/said, get/got, look/see, eat, good, pretty, nice, or big.	I don't think anyone will understand this! This does not make sense, even to me. I used words I didn't know. I used other words over and over. I think I made up some of these words. I need strong verbs, clarity, and better word choice.
Conventions	Only the pickiest editors will spot errors. It's mostly correct. I used a wide range of conventions (as I needed them) commas, semicolons, periods, exclamation points, question marks, and quotation marks. I'd say it is ready to publish.	I made some noticeable errors, but you get my meaning. It's perfectly readable. Periods, capitals, and simple spelling are okay. It needs a good once over before publication	This has MANY errors. Maybe if I read it aloud... Some errors get in the way of my meaning. Even basics like simple spelling need work. I think every line will need editing if I'm going to publish this. My layout needs work, too.	Only extremely patient readers will get through this. I missed many errors. I still don't know what they all are. I need editing help and help with layout. My message is buried under mistakes. I think I should go through this word by word.

## Writing Rubric Grades 4-12

Assessment Area	Excellent	Good	Fair	Poor
<p>Content and Development/Elaboration Maximum Possible: 50 points</p> <p>_____</p>	<p>Content is not only excellent but all points are well developed. All major points are fully supported with elaborate details. Purpose is clear throughout. (50-45)</p>	<p>Content is comprehensive, accurate. - Major points are stated clearly and are well supported. Content and purpose of the writing are clear. (44-40)</p>	<p>Content is not comprehensive. - Major points are addressed, but not well supported. Content is inconsistent with regard to purpose and clarity of thought. (39-35)</p>	<p>Content is incomplete. - Major points are not clear and /or persuasive. (below 35)</p>
<p>Organization And Structure Maximum Possible: 20 points</p> <p>_____</p>	<p>Organization is excellent. The flow throughout is seamless with excellent use of transitions. (20-19)</p>	<p>Content is well organized. Structure of the paragraph is clear and easy to follow. (18-16)</p>	<p>Structure of the paragraph is not easy to follow. - Paragraph transitions need improvement. (15-14)</p>	<p>Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts. (below 14)</p>
<p>Format Maximum Possible: 10 points</p> <p>_____</p>	<p>Strong intro and conclusion, with the appropriate number of body paragraphs. Content follows exact length guidelines. (10-9)</p>	<p>Paper follows designated guidelines. Paper is the appropriate length as described for the assignment. All paragraphs are present. (8-7)</p>	<p>Paper follows most guidelines. - Paper is over/ under word length. (6-5)</p>	<p>Paper lacks many elements of correct formatting. - Paragraphs are inadequate/excessive in length or missing. (below 5)</p>
<p>Readability Maximum Possible: 20 points _____</p>	<p>Only 4 or fewer mistakes with grammar/spelling and overall ability to write (20-19)</p>	<p>6 or fewer mistakes grammar/spelling and overall ability to write (18-16)</p>	<p>8 or fewer mistakes grammar/spelling and overall ability to write (15-14)</p>	<p>Some correct usage but more than 10 total mistakes were made. (below 14)</p>

Additional comments:

Total Grade: \_\_\_\_\_



## Revision Checklist

Focus on one target skill at a time. Read the item and then go back and read your paper for each item. Make sure your piece is exactly how you want it.

1. Do I have an opening sentence(s) that hooks the reader? \_\_\_\_\_
2. Is my piece focused? Does it stick to the topic  
throughout the piece? \_\_\_\_\_
3. Is my piece clear? Does it say what I want it to say?  
Do my sentences and ideas make sense? Flow? \_\_\_\_\_
4. Have I completely answered all the questions asked in  
the prompt? Refer back to prompt to check. \_\_\_\_\_
5. Have I included details, explanation, and elaboration  
of my ideas? \_\_\_\_\_
6. Do I have a closing sentence(s)? Does it close and  
tie up the piece? \_\_\_\_\_
7. Do my sentences show rather than tell? \_\_\_\_\_
8. Do I have a varied word choice? \_\_\_\_\_
9. Do I have a varied sentence structure (questions,  
exclamations, dialogue, one word sentences, variety  
of length)? \_\_\_\_\_
10. Do I have transition words? \_\_\_\_\_
11. Do I use figurative language? (simile, metaphor,  
personification, onomatopoeia, alliteration, etc)? \_\_\_\_\_

## Proofreading Marks

≡ Capitalize letter.

⊙ Add a period.

⊙ Add a question mark.

^ Add a comma.

^ Add an apostrophe.

○ Do not use a space.

”” Add quotation marks.

⌒ Take words out.

○ Spell correctly.

/ Lowercase letter.

⌞ Indent.

^ Add words.

| Divide into two words.

? This is confusing.

## Exemplars

The following section is a collection of excellent student examples of the various paper types. Understanding what constitutes great writing and being able to model that finished product is a critical part of improving writing. Using these papers as models will enhance writing. Consult this section throughout the writing process for each of these papers. Please note that these are superlative examples. The expectation is not that all students must perform at this very high level.

Snowy's Snow Day  
Narrative  
Written by a 2nd Grade Student

One snowy day in Georgia two little girls named Julie and Niki started making a gigantic snowman while their mom shoveled snow off the driveway. They used many things to create him, like coal for eyes and a long carrot for a nose. Once Niki and Julie were finished making the snowman, they stood back and admired their beautiful creation.

Just then they both heard a loud charge of kids coming! They spun around like lightning and could not believe what they saw. The kids from the town were coming at the snowman with shovels. They almost ruined Niki and Julie's masterpiece when the snowman jumped to life. The snowman said his name was snowy. All three of them ran right inside the house and "click" they locked the door behind them. Niki turned on the TV and the fan and the all plopped down on the couch to watch The Polar Express. When the kids outside left, Snowy got up to turn off the fan so the three of them could go back outside. They made snow angels and a snow fort and they had a huge never-ending snowball fight that lasted for two hours. It had stopped snowing but there was plenty of snow on the ground.

It began to get dark, and the girls' mom was making dinner for the family. She was making some fried chicken, corn on the cob, squash, and broccoli. Julie then realized that snowy was beginning to melt. She went to tell Niki, and Niki said she had noticed too. They ran inside leaving snowy melting in the back yard. Julie grabbed 2 dozen ice cubes and ran back outside with Niki following behind, but when they got back outside snowy had melted. The girls agreed to make a brand new snowman first thing the next day.

My Bunny, Bruno  
Narrative  
Written by a 3<sup>rd</sup> Grade Students

Outside the sun was just rising when my siblings and I rushed into my parent's room to wake them up. "Wake up! It's Christmas morning!" we all shouted. My parents slowly rolled out of bed, and they lumbered into the living room to gaze upon our beautifully wrapped presents that were under the tree beside the fireplace. In the weeks that led to this special day every time that I spied the red and green ornaments decorating the tree and the twinkling lights carefully placed upon the branches my anticipation grew. The Christmas lights were constantly proclaiming that Jesus is the light of the world.

This time the minute that I entered the room I did not notice the decorations or the lights, I spied a gigantic box draped with a blanket that had pictures of rhinos all over it. I knew that gift had to be mine because I love rhinos. I was so excited yet I had no idea what was under the blanket waiting for me! Before anyone could open any gifts we had to dash into our rooms to wait while our parents made breakfast. It was probably only minutes but it seemed like hours when my parents called out, "It's time to enjoy our breakfast!" All four of us ran downstairs as fast as we could. We gobbled up our breakfast, and then we rushed back into the living room. Finally, the moment that we all had been waiting for had arrived! We could open our presents!

My family always opens our gifts one person at a time starting with the oldest. My sister was first, then my brother, and finally it was my turn! I rushed over to the enormous box and pulled the blanket off. To my surprise it wasn't a box. It was a cage! Inside of the cage there was a gray bunny. My sister carefully took him out and placed him on my lap while I was sitting on the couch. I remember the first time I held him in

my arms; he was as soft as a warm fuzzy blanket. I decided to name him Rhino because he was gray like a rhinoceros. Receiving Rhino as a Christmas present will always be a fond memory.

Forever Grateful  
Narrative  
Written by a 5<sup>th</sup> Grade Student

Once not very long ago, during World War II, there was a kind and loving retired nurse. She lived in Holland, right in the middle of the war, and was often quite lonely. A few miles away, a young soldier fought in Hitler's army. It was a cold, rainy night, and the soldier was shot unexpectedly. Since no one saw the young man stagger to the ground, he limped slowly along the dusty back road. Carefully, he walked to the nearest house, struggling with the painful wound. The elderly nurse who lived there, had the young man sit down and she started the job of removing the bullet. Because of the pain, the soldier yelped out, but the nurse persisted and probably saved his life.

After the bullet was removed and the soldier recovered, he went back to his unit. When the German troops invaded the small town where the old woman lived, a German spy announced that he had seen this woman harboring Jews in her home. The Nazi soldiers powerfully forced themselves in to her house, arresting her and sending the old nurse to a concentration camp where she would be sentenced to the gas chambers. While she was begging the guards to show mercy, the train lurched forward. She began to cry.

Later in the journey, the train suddenly broke down. It was a major problem and would take many days to repair. The German soldiers approached the train. They furiously pulled the passengers off the train car. Because the group of soldiers did not want to bother with the prisoners, they each were assigned a group of people to shoot. When the old woman's turn came to die, she stood there, helplessly waiting for the shot.

Then, her eyes met the young man who she had saved only a few weeks previously. Because the man recognized her also, he searched to make sure no one saw him, and he helped the woman escape to safety. Later, after the war ended, the defeated German soldier visited the old Dutch woman and told her that his parents had died in the war. They lived together, and the woman was like a mother to this young man. He saved her life, but first she saved him and they both were forever grateful.



Tiny's Call to Courage  
Biblical Narrative  
Written by a 3<sup>rd</sup> Grade Student

Darkness filled the night sky over the jungle. A gentle breeze was blowing through the trees. Everything was quiet. All of the animals were sleeping peacefully except one tiger cub, Tiny. Tiny could not sleep. He was walking around on his stubby legs. The night air sent a chill through his small body. Tiny knew that he should be fast asleep like everyone else but he was too anxious to sleep. He was concerned for the safety of his brothers. They were off fighting in a war protecting the community from evil. As Tiny was pacing he felt lonely because darkness was all around him. Finally he remembered that he wasn't alone and neither were his brothers. He began to pray, which made him feel better, and soon he fell asleep.

The enemy had a gigantic fierce warrior named Striker. On the battle ground Striker, who was an extremely selfish and nasty tiger, would roar a ferocious roar that would frighten all of Tiny's brothers and the other soldiers, too. After each roar, Striker would then challenge someone to fight him, but no one would step forward to fight.

As the sun started to break through the darkness, Tom, who was Tiny's father, received the terrible news about the fierce warrior, Striker, and he was worried about his sons fighting in the war. He called out to Tiny, "Tiny quickly come here. I want you to please travel to the battlegrounds to take some food and armor to your brothers. " So Tiny obeyed his father's wishes and started on the path through the jungle that led to the place where the army was fighting. While Tiny was walking through the jungle he heard the birds chirping happily among the trees. Just then he noticed a huge crowd of animals. He

pushed his way through the crowd and observed an enormous tiger who was yelling in front of everyone.

Striker bellowed, “Who is strong enough to fight me? Find someone who will fight!”

Everyone was terrified and many of the animals standing around murmured, “Nobody can fight him. He is too strong and powerful. Only a fool would step forward to challenge him.”

Striker began to laugh and roar, “What 'scardey cats' you are!”

Tiny could not believe that even the courageous soldiers refused to step forward to fight Striker. He asked, “Why isn’t anyone accepting the challenge to fight when God is with you?” The crowd only ignored him. Tiny yelled in his bravest voice, “I come with God on my side, and I shall fight you!”

Striker laughed, “How small you are! Why did they choose you? Well, I guess you are able to fight.” Striker moved toward a clearing in the battlefield waiting for Tiny to approach him to fight. Quickly, Tiny removed a slingshot from his pack and picked up five stones.

“God will defeat you Striker! I can do this with God!” Tiny proclaimed.

When Striker spied the smallest tiger cub coming towards him holding a slingshot he let out a horrible roar that was followed by his laughter. This did not bother Tiny; he pulled back on his slingshot and aimed for Striker’s face. The stone hit Striker right in the forehead. Everyone in the crowd cheered when they witnessed Striker falling to the ground.

Some monkeys yelled, “You did it!”

Tiny replied, “I couldn’t do it without God!”

When Striker’s army realized that he had been defeated they ran away. Everyone on the battlefield that day learned that even a small tiger can defeat a giant when God fights for him.

David and Goliath  
Biblical Narrative  
Written by a 4th Grade Student

Once, thousands of years ago during Old Testament times, Israel defeated the Philistines in an amazing way. Many anxious soldiers sat intensely in a battlefield trying to defeat the Philistines. They were nervous and scared because their enemy had a secret weapon: a huge, giant named Goliath. David, who was a young, brave Israelite, was a boy after God's own heart. Goliath on the other hand, was a nine foot tall, cruel bully who bragged about being able to beat any soldier. At this time, Israel was ruled by a king named Saul. Saul did not trust God and was afraid of Goliath.

No one could defeat the attacking Philistines or Goliath. David volunteered to help the wimpy soldiers fight. He ran to a creek and gathered five small, smooth stones and his sling. Before David left, he visited the king for permission to attack the giant alone. King Saul, who was afraid that David would be killed, put him in enormous, heavy armor. David kindly refused the armor because he preferred to rely on God for any help he should need. Then he traveled to fight Goliath.

When Goliath saw David coming he mocked him with hateful and cruel words because he was small. David ignored this and slung a tiny stone squarely at the giant. In reaction, Goliath fell face down on the ground. The Philistines, who knew what this meant, panicked and ran away. The Israelites had won! This victory showed that God can help you with anything because faith in God gives you strength.

The Whale's Story  
Biblical Narrative  
Written by a 5<sup>th</sup> Grade Student

Splash! I heard a huge commotion which happened behind me in the water, and suddenly a figure floated up to the surface. There was boat by him, and I guessed he was tossed overboard and was being abandoned. I knew this because I thought back to the bright light last evening that told me, "There will be a mysterious figure in the ocean that you shall swallow for three days and nights." I said to myself, when would this poorly fated man show up?

Then it dawned on me. "Could this be the man the bright Light was talking to me about?" I murmured to myself. He had brown hair, raggedy clothes, and was trying to stay on the surface of the water. It is truthfully hard to float. I have tried it, and even a giant fish like me has struggled, because of the huge waves.

The Light further explained, "The person's name is Jonah, and he has disobeyed me!" That got me thinking. This talking light in the ocean must be God. If that was God then I would do what He has commanded which was to swallow the helpless man. Suddenly before I knew it, I was in the air jumping, capturing Jonah in my mouth. Jonah must have been hungry because immediately he started eating the fish that I had not yet digested.

On his first day he sadly cried for mercy, and begged to get out of this place, which he thought was worse than an eternity in prison. I felt terrible for him because yesterday's octopus probably produced a horrific stench. I am still hypothesizing on how he moved around with no light. Interestingly he only had light when I would surface to get air which only lasted about four seconds. After the first day came the second, when he

cried out,” God, get me out of here. You have all the power, so get me out of here!” I cannot imagine eating ‘A.B.C.’ fish food. When the third day came, I finally heard him spend the whole last day repenting and praying.

Shortly, after he stopped praying I spit him out near Nineveh. Days later the light who was really God said,” You have done well fish. Jonah obeyed and went to Nineveh to stop the evil.” When the little reunion was over God gave me one of the largest tuna I have ever seen as a reward because of my work. After witnessing God give Jonah that harsh punishment, I know never to disobey the almighty God. Ever.

The Fox and the Crow  
Opinion/Critique  
Written by a 5<sup>th</sup> Grade Student

"The Fox and the Crow" is a fable written by Aesop. Having only one illustration, which covered most of the page, this story was extremely short. As is often the case, animal characters who display human traits are pictured in clothing. Not surprisingly, this one page tale was found in a book of over fifty of Aesop's Fables from the local library. The publisher is Grandy Books.

The only characters in this story are the Fox and the Crow. In a tree, the Crow sits while holding a piece of cheese in her mouth. Hungrily the Fox below covets her cheese. She is silent. It is obvious that the Fox is up to something, because he has a slightly sinister tone in his voice. This story could take place anytime and almost anywhere.

With flattery, the fox plays upon the vanity of the crow. Although the crow cannot respond to his well-planned remarks because of the cheese in her mouth, the fox, by initially praising her feathers, subsequently praising her eyes and ultimately praising her voice, finally tricks her into singing. This is because she is vain. As she can bear it no longer, she opens her mouth and emits a loud "caw" as the cheese drops to the waiting fox.

The conclusion occurs when the crow drops the cheese and the fox gobbles it up. Cruelly he then laughs. Running off into the woods and mocking the crow for her vanity, he barks out the moral of the story, "maybe next time you won't be so ready to believe everything you hear." Although it is not described, one can imagine the how upset the

crow is at having been tricked, and the glee of the fox at having been successful in his tricky plan.

Fables such as these are meant to teach a lesson, because they are similar to things that might happen to us. If morals are learned from these stories, then they may save us some discomfort or misfortune in the future. Portraying the criminal type, the fox use any method of deception to achieve material satisfaction. Conversely, the crow demonstrates the ultimate in self-absorbed foolish ignorance. By becoming aware of these extremes in human character, we may possibly avoid being taken advantage of. Hopefully stories like this can help us realize if there is a little of the Fox and the Crow in each of us.



Hatchet  
Opinion/Critique  
Written by a 5<sup>th</sup> Grade Student

Hatchet is a survival adventure story written by Gary Paulsen. This story is in an unknown place in the Canadian wilderness. According to the book, the wilderness has an L-shaped lake, a forest, and a cave where Brian sleeps during the book. In the beginning of the book, it is gloomy and depressing. It can also get sad and scary. Brian Robenson is a brave, smart, thirteen-year-old boy. He can build up his self-confidence and then when he makes a mistake, it comes crumbling down and he gets frustrated.

Brian is going to visit his dad in the Canadian oil fields. Along the way, the pilot has a heart attack and the plane crashes, leaving Brian with only his clothes, ripped up wind breaker, and the hatchet his mother gave him before he left. Thankfully, the plane crashed in a lake so he has water. For food he eats choke cherries (which give him terrible stomachaches) and raspberries. Then he realizes that if he wants meat, he needs to have weapons and a fire in order to kill and cook the meat. He succeeds in making both a fire and a bow and a few arrows. Just when he thinks he's doing great, a moose comes and bruises his ribs. Later that night, a tornado comes and destroys his fire and everything else. Then the tornado turns over the sunken plane and Brian remembers the survival pack in the plane.

Brian gets the survival pack out of the plane with much struggle. It is a godsend. There is a rifle, pots and pans, a sleeping bag, and much more. There is also an emergency transmitter. He activates it and unknowingly sends a signal out. About 5

minutes later, a plane lands in the lake and he is rescued by a pilot who returns him to civilization. Even if your situation seems impossible, there is always a ray of hope.

Come to Tutoring  
Opinion/Persuasive  
Written by a 5<sup>th</sup> grade class

When math becomes increasingly difficult, it helps to have an outlet to turn to. The energetic Curtsinger math department offers tutoring. Hard working, responsible students can receive help during their recess or after school. I believe that all students should come to math tutoring. Even if your skills are on par, there is always room to excel.

All conscientious students who venture to tutoring will be graciously greeted with loads of assistance on any homework problems. Last week, Trent had difficulties with a certain problem on Skills Maintenance, and we both laboriously trudged through each and every math skill to solve his once-perplexing question. Long division was certainly no issue for children who attended tutoring on Monday the 13<sup>th</sup>. No one departed until all difficulties were put to rest like a sleepy, grumpy three year-old. Eager teachers will gladly answer any question that you have been losing beauty rest over.

Besides providing aid with puzzling math hang-ups, tutoring can also be a place to have fun with your friends. If any student is willing to sacrifice his or her precious time, the thankful instructors promise to make it interesting. Ashley adores coming to tutoring every chance she has available, because she knows she can work problems on the board or the over-head projector. She is having loads of fun while arduously practicing her arithmetic skills. Teachers understand your time is valuable, so if you give us a mere thirty to forty-five minutes, two times a week, you won't be sorry.

If these two reasons aren't proof enough to show how valuable tutoring can be, just ask J.T. how his math grades have improved in just two short weeks. If you are the

kind of student who wants to excel in every aspect of your school career, tutoring is perfect for you. Make a true and sincere commitment to your teacher and in no time your grades will vastly improve and your math nightmares will cease to exist!

Does all of this sound too good to be true? Put an end to all of your plaguing questions about tutoring, and drop by to see for yourself. Come for the fun and games, and stay for the help with those never-ending math assignments. The most important reason you should come is for the satisfaction you will receive after earning that first 'A' on an assignment that once baffled you. Nothing stands between you and everlasting success in mathematics.

An Amazing Bird  
Informative Research  
Written by a 2nd Grade Student

A loon's cry may be frightening. Though loons have several calls, the most notable one sounds like the laugh of a lunatic. The word "lunatic" means crazy. "Loon" is a short form of this word. When people do odd things, we say they are 'crazy as a loon'. In Canada, the dollar coin carries an engraving of a loon. Canadians call them "loonies" partly to make fun of the loon but also because they thought the government was crazy to issue the coins. On the other hand the cry of the loon has inspired poets and writers. Far from crazy, these wonders in water can make you shiver at their cry, feel lonely at their wail, and smile at their laugh.

Grasslands  
Informative Research  
Written by a 3rd Grade Student

A grassland biome is a wide, windy expanse of land filled with low growing plants. There are two different types of grasslands: tall grass grasslands and short grass grasslands. Tall grass grasslands are hot and humid. Short grass grasslands are hot, dry, and have a sizzling summer with frigid winters when compared to the tall grass grasslands. The temperature during the winter can be as low as -40 degrees Fahrenheit. While in the summer it can soar to well above 90 degrees Fahrenheit. The animals that live in grasslands secure their needs for food, shelter, and water; therefore, they flourish here. Three animals that are found in grasslands are prairie dogs, wolves, and rabbits. The main plants that grow in grasslands are grasses because they can live in areas where the rainfall and the temperature vary greatly with the seasons. Sunflowers, buffalo grass, and clover are three examples of plants that thrive in this biome. The most interesting fact about the North American grassland or prairie was that in the past the land supported a colony of over a billion prairie dogs! Clearly the grassland biome is a spacious piece of land where winds blow while many animals and low growing plants prosper.

Life in the Renaissance  
Informative Research  
Written by a 4<sup>th</sup> Grade Student

The Renaissance was a very important time in history. The Renaissance departed from patterns of medieval life. This was a time of great change. Many things happened in the Renaissance like schools, arts, and exploration. Two of the biggest things in the Renaissance were artists and art.

The Renaissance was different from the Middle Ages and was also a time of change in science and travel. The Renaissance, which was in the fourteen and fifteen hundreds, had towns, stores and a larger middle class than the Middle Ages had. During the Renaissance there were more jobs for everyone. Some of the positive traits about the Renaissance were that people had more money and more rights. The negative elements were that people focused more on themselves than God and some people still lived in poverty. There were several gifted people who lived during the Renaissance, for example, Shakespeare wrote poetry. Leonardo Da Vinci was an inventor and artist. Gutenberg invented the printing press. The Renaissance was also a time of art.

The Renaissance was an amazing time for art and artists. Raphael lived from 1483 to 1520 in Italy. He created the painting called the Lady and the Unicorn in 1506. Renaissance art has emotion, for example, this portrait was of a calm, young bride holding a unicorn and Raphael gave it to the couple as a wedding gift. Renaissance art was more realistic than Medieval art and Raphael was one of the best artists of his time.

The Renaissance was a much better time period to live in than the middle ages were. Today art from the Renaissance affects the world in a positive way. People

enjoying seeing the beautiful art and poetry the artists created hundreds of years ago. The thing I found most interesting about my artwork from Raphael was that he put a unicorn in the picture. Why did he put that instead of some flowers or a dove? The unicorn symbolizes purity and that the woman was pure. One of the most interesting times in the history of mankind was the Renaissance.



Great Author  
Informative Research  
Written by a 5<sup>th</sup> Grade Student

Madeleine L'Engle, an incredibly great author, became an author that will never be forgotten. Born on November 29, 1918 in New York, New York, Madeleine was an only child. While growing up she learned a lot of different skills, which helped her to be the kind of author she is now. During her childhood she went to many different schools and lived very many places. She is still alive today and she still writes her magnificent books.

Madeleine L'Engle's parents had desperately wanted a child, but when she arrived they had already established their lives since they had been together for two decades. Unfortunately, her parents disagreed a lot on how to raise her. Her dad wanted a strict English childhood for her, which is what she ended up getting after all. When she was only five years old she started writing surprisingly super stories. She liked being alone. Throughout her childhood she loved to read which influenced her to write. Some of her favorite books were *Emily of a New Moon* and *The Secret Garden*. Moving a lot, because of her father's slowly failing health meant, for Madeleine, going to lots of different schools.

Madeleine's schooling wasn't the happiest time of her life to say the least. Sadly her education became psychologically destructive for her. Schooling was tough for Madeleine. Since she liked being alone to write, she taught herself to block out the noise and concentrate, which wasn't always easy. [2] Because of her lack of athletics she was labeled "not very bright" by the teachers since athletics was very important at the schools she went to. She and her friend put poppy seeds, which were supposed to inspire

wonderful and happy dreams under their pillows like waiting for the tooth fairy to bring a surprise of dreams. They kept notebooks under their pillows to record dreams. Happily, Madeleine survived school.

Madeleine not only wrote all of her life but she worked as an actress and a librarian. Delightfully she worked at Smith College in the theatre and writing plays. Because of her role in Anton Chekhov's *Cherry Orchard*, for which she was manager, she met her husband Hugh Franklin. During the 1950's, they moved to Connecticut and started a general store. When she was extremely busy with the store, she tried to stop writing. Could she keep herself from writing? No, since writing was a part of her. Madeleine wrote with joy. After being an actress, a librarian, and raising a girl, Madeleine wrote to keep herself happy and peaceful.

Madeleine L'Engle started out with a tough and challenging childhood since her parents worked quite a bit. Being educated by teachers, who sometimes used harsh discipline, helped her to be stronger later on in her life. Surprisingly Madeleine had an interest in the theatre, so she worked and wrote for a theatre at Smith College. Although Madeleine wrote sixty-one excellent books, her greatest included the *Wrinkle in Time* series. Unlike some of her books the whole *Wrinkle in Time* series received Newberry Award. She wrote. She was published. She achieved great fame. In conclusion, Madeleine is a great author!

Thirteen Colonies  
Informative Research  
Written by a 5<sup>th</sup> Grade Student

Would you like to learn about one of the thirteen colonies? First of all, a colony is when a group of people move from somewhere but are still under control of the country they moved from. The thirteen colonies were divided into three different sections called New England, Middle, and Southern. New York is a very interesting state. The way they started, the life in it, and the way it succeeded is very interesting

New York colony wasn't always ruled by England. In fact, it was founded by the Dutch in 1626. Later in February of 1665, England took over New York which caused the Dutch to surrender. The colony was named after the Duke of York which was the brother of King James the II. The Dutch did claim the territory before England, but thanks to English armies, they overwhelmed the Dutch. The Dutch came from the Netherlands looking for wealth, prosperity, and religious freedom. England took over New York in 1665 and turned it into a royal colony in 1666. Therefore, England had another colony, but how would the colonists in New York survive?

Life was very similar for both the Dutch and the English in their New York colonies. The Dutch had narrow, steep roofed, brick or wooden houses. The doorknob was usually a dog head or a lion head. The English children had chores such as grinding corn, gather firewood, and remake mattresses along with fetching water from the creek. Colonial children played games like stone poison (which was basically tag), marbles, ring around the Rosie, and lawn bowling. Some of the religions that were in the colonies were Puritans and Quakers. The Puritans were trying to purify the church. They were both

ruled by a governor. The English put an end to the Dutch colony when they took over in New York in 1665, by why England kept that land?

New York was in the Middle Colonies, which probably made it a very successful colony. The terrain had lots of forests and fields. They had many elements and resources to create products to sell. Such as trees, grass, rocks, mineral-rich soil, and water. The trees made lumber, the rocks had iron in them, the mineral-rich soil grew wheat, and the grass fed the cattle. The Dutch settlers greatly influenced the colony by creating Fort Orange, which is present-day Albany. Thanks to New York's amazing terrain, it led them to become a successful colony.

New York colony started rough, but then it led to a very interesting life. The colony became very successful thanks to iron. How the colony started was amazing because the Dutch had it for most of the time. New York was a very amazing colony, and it's still a state today.

Motion and Force  
Informative Research  
Written by a 5<sup>th</sup> Grade Student

Motion, force, and simple machines are at work all around us. Motion is when an object changes position from one place to another. Force is a push or pull. Simple machines make work easier in on motion.

Motion is used every day when we move from one present location to another. Speed is how motion is measured. The formula to find speed is dividing distance by time. Newton's three laws of motion help understand how motion works. Newton's first law says a resting object keeps resting, and a moving object keeps in motion unless an outside force acts on it. An example is a rock at rest and a ball in motion. If gravity pulls the ball down, that gravity represents the outside force. The second law Newton discovered was two balanced forces working against each other cancel each other out, but two unbalanced forces working against each other results in one force overcoming the other. Newton's second law can be exemplified with a boy in a pool. While gravity is pulling him down, the buoyance of water pushes him up. In the third law, Newton discovered that for every action there is a reaction. For example, when shooting pool, the acceleration of the cue ball striking another ball creates a transfer of energy. Motion is a big part of our lives. With Newton's analysis, we can understand exactly how it works.

Force is used every day when somebody throws a ball or plays a game of tug-of-war even though we hardly realize that. A force is a push or pull on an object. Force is measured in Newton's. Four and a half Newton's equals one pound. There are two kinds of forces, contact forces which are friction, buoyancy, wind power, or a physical push or

pull. Another kind of force is an at-a-distance force which is gravity and magnetism.

Friction stops motion, and never stops it. An example of friction is when the ball stops on the thick grass. Friction only opposes motion. A force that starts motion is Magnetism, for example when you hold a magnet an inch above a paperclip the clip will fly onto the magnet. Friction is a good thing to have in our lives or the world would be a disaster.

Simple machines have won in our favor because they help make work easier.

Work is a transfer of energy that moves an object. The formula for work is  $\text{force} \times \text{distance}$ . A simple machine does work in one motion. There are four kinds of simple machines levers, pulleys, wheel and axle, and inclined plane. A lever pivots around a support. There are three kinds of levers 1<sup>st</sup> class, 2<sup>nd</sup> class, and 3<sup>rd</sup> class levers. A 1<sup>st</sup> class lever means the fulcrum is in the middle and it multiplies force like a seesaw. A 2<sup>nd</sup> class lever is where resistance is in the middle, and it still multiplies force. An example is a bottle opener. A third class lever is when the effort force is in the middle. Instead of multiplying force it divides distance. An example is a golf club. A pulley is a rope around a wheel. There are two kinds of pulleys, fixed, and movable. A fixed pulley is attached to the rope, and a movable pulley is actually attached to the pulley itself. The third simple machine is a wheel and axle. A wheel and axle is a simple machine with a wheel attached to a rod. An example of that is a tire. Lastly comes an inclined plane which is a simple machine with a sloped surface to raise an object, such as a wheelchair going up a ramp. A screw and wedge are also inclined planes. A screw is wrapped around a central post. An example of a screw is an actual screw. A wedge has a slanted surface to push objects apart. An example of a wedge is a golfing wedge. Mechanical advantage tells you

how much easier work is. Simple machines help make or everyday life so much easier to handle.

Without motion there would be no everyday life. If there was no force there would be no motion. No simple machine means work would be too hard to complete. God gave us motion force and simple machines for our benefit. We should praise God and thank him.